Washburn University Department of Education

**Professional Dispositions and Conduct Evaluation**

*The following dispositional characteristics have been developed for use in the Washburn University Department of Education. This evaluation will be used when considering admission to the program and as an evaluation tool during many education courses, particularly during Student Teaching. It may also be used as a self-evaluation for students at various stages of their training. After thoughtful consideration of the student, the evaluation should take approximately 30-45 minutes to complete. Thank you in advance for hosting our students and taking the time to fill out this evaluation. We appreciate and value your input into the success of our students.*

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Student Name Printed Date

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Student Signature

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Mentor Teacher/University Supervisor Signature Date

* Self-Evaluation
* Mid-Term Evaluation
* Summary Evaluation
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Disposition** | **Unacceptable** | **Developing** | **Target** |
| **Attitude Toward Education** | \_\_\_1 The student is not inner directed and needs to be reflective, and optimistic about the influence of education on all students. | \_\_\_2 The student is beginning to be inner directed, but needs to be more reflective, and optimistic about the influence of education on all students. | \_\_\_3  The student is inner directed, reflective, and optimistic about the influence of education on all students. |
| **Teacher and Learner** | \_\_\_1 The student does not view himself/herself as both a teacher and a learner and does not seek to enhance his/her own professional development. | \_\_\_2  The student is beginning to see himself/herself as both a teacher and a learner and is sometimes looking for ways to enhance his/her own professional development. | \_\_\_3  The student views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development. |
| **Embraces Diversity** | \_\_\_1  The student does not appear to be accepting of diversity among people and does not make decisions and adaptions that reflect a commitment to fairness and education equity among students, especially those with exceptionalities. | \_\_\_2  The student appears to be accepting of diversity among people and is learning to make decisions and adaptions that reflect a commitment to fairness and education equity among students, including those with exceptionalities. | \_\_\_3  The student is accepting of diversity among people and makes decisions and adaptions that reflect a commitment to fairness and education equity among students, including those with exceptionalities. |
| **Student Development** | \_\_\_1 The student rarely supports policies and practices that promote student safety, development and/or welfare, and is not consistent in following through with policies and practices. | \_\_\_2  The student supports policies and practices that promote student safety, development and/or welfare, but is not always consistent in following through with the policies and practices. | \_\_\_3  The student supports policies and practices that promote student safety, development and welfare, following through with policies and practices. |
| **Responsible** | \_\_\_1  The student is not punctual, reliable, and/or well prepared and is unwilling to assume responsibilities for duties and/or assignments. | \_\_\_2  The student is punctual, reliable, and well prepared many times and is sometimes willingly assumes responsibilities for duties and assignments. | \_\_\_3  The student is punctual, reliable, and well prepared, willingly assumes responsibilities for duties and assignments. |
| **Integrity** | \_\_\_1  The student is not honest and/or respectful in following established policies and/or procedures. The integrity of the student does not reflect positively on the teaching profession. | \_\_\_2  The student is seeking to follow established policies and procedures in an honest and respectful manner in order to develop an integrity that reflects positively on the teaching profession. | \_\_\_3  The student is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession. |
| **Interpersonal Skills** | \_\_\_1  The student demonstrates immature and/or ineffective interpersonal skills and does not accept constructive criticism in a positive manner. | \_\_\_2  The student is beginning to demonstrate maturity and effective inter-personal skills and sometimes accepts constructive criticism in a positive manner. | \_\_\_3  The student demonstrates maturity and effective inter-personal skills and accepts constructive criticism in a positive manner. |
| **Communication** | \_\_\_1  The student does not communicate well (verbally and nonverbally) with students, parents, colleagues and/or authority figures. The communication is also not appropriate for the teaching learning context. | \_\_\_2  The student is developing ways to communication (verbally and nonverbally) with students, parents, colleagues and authority figures, but the communication is not always appropriate for the teaching learning context. | \_\_\_3  The student communicates (verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context. |
| **Collaboration** | \_\_\_1  The student’s actions show a lack of respect and value for collaboration within the profession and fails to work collaboratively with families, colleagues, community, and/or authority figures. | \_\_\_2  The student appears to value collaboration within the profession and is respectful of collaboration, but fails to work collaboratively with families, colleagues, community, and/or authority figures. | \_\_\_3 The student values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures. |
| **Professionalism** | \_\_\_1  The student rarely exhibits a professional appearance and/or behavior, including the lack of good grooming and/or proper attire as a professional representing Washburn University and the profession as a whole. | \_\_\_2  The student exhibits adequate professional appearance and behavior, including good grooming and proper attire many times, when representing Washburn University and the profession as a whole. | \_\_\_3  The student exhibits appropriate professional appearance and behavior, including good grooming and proper attire, when representing Washburn University and the profession as a whole. |